

SPEARMAN ELEMENTARY

2001 Easley Highway
Piedmont, SC 29673

GRADES K-5 Elementary School

ENROLLMENT 373 Students

PRINCIPAL M.O. Howard, Jr. 864-845-3149

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	60	8	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Excellent	Below Average	Yes
2004	Good	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

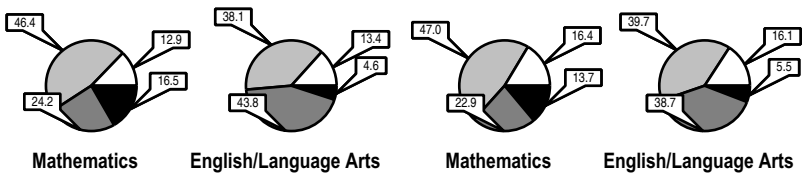
Percent of students tested in 2003-04 whose 2002-03 test scores were located.





60.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours

**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	211	99.5	13.0	38.3	44.0	4.7	61.1	Yes	Yes
Gender									
Male	104	100.0	13.8	33.0	48.9	4.3	66.0		
Female	107	99.1	12.1	43.4	39.4	5.1	56.6		
Racial/Ethnic Group									
White	183	100.0	10.1	38.7	46.4	4.8	64.3	Yes	Yes
African-American	23	95.7	33.3	38.1	28.6	0.0	38.1	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	176	99.4	9.9	37.3	47.8	5.0	66.5		
Disabled	35	100.0	28.1	43.8	25.0	3.1	34.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	211	99.5	13.0	38.3	44.0	4.7	61.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	211	99.5	13.0	38.3	44.0	4.7	61.1		
Socio-Economic Status									
Subsidized meals	89	98.9	18.9	48.6	31.1	1.4	50.0	Yes	Yes
Full-pay meals	122	100.0	9.2	31.9	52.1	6.7	68.1		

Mathematics - State Performance Objective = 15.5%									
All Students	211	100.0	12.9	46.4	24.2	16.5	55.7	Yes	Yes
Gender									
Male	104	100.0	9.6	42.6	24.5	23.4	67.0		
Female	107	100.0	16.0	50.0	24.0	10.0	45.0		
Racial/Ethnic Group									
White	183	100.0	10.7	45.2	25.6	18.5	59.5	Yes	Yes
African-American	23	100.0	27.3	54.5	18.2	0.0	22.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	176	100.0	12.3	42.0	27.2	18.5	59.9		
Disabled	35	100.0	15.6	68.8	9.4	6.3	34.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	211	100.0	12.9	46.4	24.2	16.5	55.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	211	100.0	12.9	46.4	24.2	16.5	55.7		
Socio-Economic Status									
Subsidized meals	89	100.0	20.0	54.7	20.0	5.3	36.0	Yes	Yes
Full-pay meals	122	100.0	8.4	41.2	26.9	23.5	68.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	69	100.0	6.6	49.2	36.1	8.2	44.3
	Grade 4	64	98.4	10.5	38.6	47.4	3.5	50.9
	Grade 5	61	96.7	15.8	56.1	26.3	1.8	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	78	98.7	7.9	34.2	48.7	9.2	57.9
	Grade 4	67	100.0	15.2	43.9	40.9	N/A	40.9
	Grade 5	66	100.0	15.6	51.6	29.7	3.1	32.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	69	100.0	13.1	47.5	26.2	13.1	39.3
	Grade 4	64	100.0	6.9	50.0	19.0	24.1	43.1
	Grade 5	61	100.0	5.2	50.0	27.6	17.2	44.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	78	100.0	7.8	59.7	22.1	10.4	32.5
	Grade 4	67	100.0	16.7	36.4	27.3	19.7	47.0
	Grade 5	66	100.0	17.2	43.8	21.9	17.2	39.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 373)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.3%	Up from 1.5%	2.4%	2.7%
Attendance rate	96.9%	Up from 96.4%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.1%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		2.4%	3.5%
Eligible for gifted and talented	23.5%	Down from 27.2%	20.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.2%	Up from 5.5%	7.7%	8.2%
Older than usual for grade	1.6%	Up from 1.3%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	53.8%	Down from 56.0%	54.2%	51.4%
Continuing contract teachers	92.3%	Up from 92.0%	90.2%	87.5%
Highly qualified teachers**	95.5%	N/A	95.4%	95.0%
Teachers with emergency or provisional certificates	8.3%		0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 86.9%	89.2%	86.7%
Teacher attendance rate	96.5%	Up from 96.0%	95.0%	94.9%
Average teacher salary	\$43,134	Down 0.5%	\$41,481	\$40,760
Prof. development days/teacher	7.0 days	Up from 5.5 days	11.4 days	12.4 days

School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.0 to 1	20.1 to 1	18.9 to 1
Prime instructional time	93.1%	Up from 92.2%	90.4%	90.0%
Dollars spent per pupil*	\$6,143	Up 2.7%	\$5,701	\$6,044
Percent of expenditures for teacher salaries*	65.0%	Down from 65.4%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our 2003-04 school year began with feelings of anticipation and excitement. The usual questions filled the air: What will our theme be this year? Who will my teacher be? These questions were answered in early August at our yearly Orientation Night. Eyes brightened and heads turned as students and parents roamed our newly decorated halls and classrooms. Our theme for the year, "Catch the Wave—Sea Our Success" was going to be a big hit! Many of our activities and instructional strategies were centered around our new theme.

Our third through fifth graders performed well on the statewide Palmetto Achievement Challenge Test (PACT). In fact, we scored an "Excellent" on the state report card, quite an accomplishment for a school in its first year of Title I status. The staff celebrated this news with a BBQ dinner as the grade was shared for the first time. Students were told on the morning announcements, and a collective celebration could be heard echoing throughout our building. Several of our students excelled in district and regional competitions. In our annual District Writing Contest, Spearman was honored by having one grade level winner and two runners-up. Several students were rewarded at Clemson University for their performance in regional science competitions.

Our staff members continued a tradition of presenting at statewide conferences as two of our members gave an excellent presentation at the SC International Reading Association Conference. Additional staff members attended this conference as well as others throughout our state and nation. Two of our staff members were awarded technology/writing grants totaling \$8000 to implement in their classrooms. Three teachers also applied for National Board Certification.

We also continued our emphasis on reading as our students/staff accumulated over 20,000 Accelerated Reader Points. Kate Salley Palmer, a local author, visited our school and was well-received by our students. Three of our staff members met with literature groups in grades 3, 4, and 5 during their lunch time to read and discuss different books.

Our arts program continued its excellence as our chorus performed at different venues throughout our local area. Our fifth grade Art Club completed several projects, including a banner displayed at the SC Association of School Librarians' Conference. Our PE program recognized a multitude of students for their performance on our fitness testing.

Our parents continue to be very supportive of our overall program. Whether they are needed at our Fall Festival, Spring Fling, or reading to a child, they continue to rise to the occasion in support of our children.

Our staff is committed to carrying out the mission of Spearman Elementary School, "to lay a solid educational foundation by providing a challenging, diverse curriculum in a safe environment where there is an excitement for learning."

M.O. Howard, Jr., Principal Nancy Voit, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	61	20
Percent satisfied with learning environment	95.7%	83.6%	85.0%
Percent satisfied with social and physical environment	95.7%	91.8%	85.0%
Percent satisfied with home-school relations	87.0%	83.6%	55.0%

*Only students at the highest elementary school grade level at this school and their parents were included.